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AN EVALUATION PLAN FOR BUSINESS EDUCATION PROGRAMS IN HIGH SCHOOLS. SOUTH-WESTERN MONOGRAPHS IN BUSINESS AND ECONOMIC EDUCATION, NUMBER 109.

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DESCRIPTORS- *BUSINESS EDUCATION, HIGH SCHOOLS, *PROGRAM EVALUATION, RATING SCALES, *EVALUATION TECHNIQUES, *EVALUATION CRITERIA,

THIS PLAN WAS DEVELOPED FROM A DOCTORAL STUDY WITH THE COOPERATION OF MEMBERS OF THE INDIANA BUSINESS EDUCATION ASSOCIATION. IT WAS USED FOR EVALUATION PURPOSES IN 25 HIGH SCHOOLS AND REVISED. THE EVALUATION INSTRUMENT CONSISTS OF NINE SECTIONS WITH SUBSECTIONS--(1) CURRICULUM, (2) INSTRUCTIONAL CONTENT, (3) INSTRUCTIONAL ACTIVITIES, METHODS, AND PROCEDURES, (4) INSTRUCTIONAL MATERIALS, (5) GUIDANCE, (6) EXTRACLASS ACTIVITIES, (7) HOME, BUSINESS, AND COMMUNITY RELATIONS, (8) PHYSICAL FACILITIES AND EQUIPMENT, AND (9) STAFF. EACH SUBSECTION IS INTRODUCED BY A CRITERION FOLLOWED BY A SERIES OF CHECK-LIST ITEMS WHICH ARE SPECIFIC STATEMENTS OF OPTIMUM CONDITIONS, PRACTICES, AND CHARACTERISTICS RELATING TO THE COMPREHENSIVE GENERAL CRITERION. EACH STAFF MEMBER IS REQUIRED TO MAKE AN INDIVIDUAL EVALUATION ON SPECIFIC POINTS OF EACH SUBSECTION AND A GENERAL, OVERALL EVALUATION OF THE WHOLE SUBSECTION. THE ENTIRE STAFF, MEETING TOGETHER, THEN EVALUATES BOTH THE SPECIFIC ITEMS AND EACH SUBSECTION AS A WHOLE. A DEPARTMENTAL PROFILE IS THEN CONSTRUCTED IN GRAPHIC FORM AS A SUMMARY OF ALL EVALUATIONS MADE OF ALL 27 SUBSECTIONS. (PS)

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AN EVALUATION PLAN for Business Education Programs in High Schools

EUGENE DONALD WYLLIE

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SOUTH-WESTERN MONOGRAPHS IN BUSINESS AND ECONOMIC EDUCATION

AN EVALUATION PLAN

for

Business Education Programs in High Schools

Based upon a doctoral study and developed with the cooperation of members of the Indiana Business Education Association.

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PREFACE

This monograph has developed out of a doctoral study with the cooperation of members of the Indiana Business Education Association. In a temporary form it has been used for evaluation purposes in approximately twenty-five high schools, and as a result of this experience, some revisions have been made.

Guidelines are established for evaluation procedures by individual staff members, the head of the department, and the combined staff. It will be observed that each staff member is required to make an individual evaluation on specific points, followed by a general, overall evaluation. Then the entire staff is required to make a specific and a general evaluation. When this work is completed, a departmental profile is to be constructed.

The primary objective of this plan for evaluating secondary school business education programs is to provide study materials as a basis for the drawing up and implementing of plans for program improvement. If these latter steps are taken, the process of evaluation has real meaning and value.

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PART A

THE EVALUATION PROCESS

INTRODUCTION

Before changes in curriculum, instructional practices, course content, or other facets of a departmental program leading to improvement in business education programs can take place, an objective appraisal of what conditions and practices (both strengths and weaknesses) currently exist must be made. This instrument is not intended to be used by business education staff members merely to assess their programs to determine if their programs meet certain accreditation standards nor to determine if their programs compare favorably with other existing programs of business education. Rather, the purpose of this self-evaluation instrument is to enable staff members to assess their programs in light of optimum conditions and practices with the view toward striving to achieve or approximate the optimum program of business education in their community. With this view in mind, it is necessary first to understand the concept of evaluation and, second, to consider the procedures needed to be taken in the process of self-evaluation and program improvement.

EVALUATION

Evaluation is a careful appraisal of human efforts conducted in light of established goals based upon stated values, beliefs, or ideals. The words evaluation and appraisal imply the exercising of value judgments. These value judgments must be made in terms of a stated philosophy (values, beliefs, or ideals) and objectives (goals) of the department. In order to assist one in making these value judgments it would be desirable to have some device, standard, or instrument in order to make the value judgments as objective and free from bias as possible. The carpenter uses a tape measure or yardstick as his standard or instrument in order to exercise objective judgment before sawing a piece of lumber specified in his blueprint. The teacher uses an informal or formal test as his standard or instrument in order to exercise objective judgment before assigning a student a letter grade representing the extent of the student's achievement. A departmental staff, then, needs evaluative criteria as its standard or instrument in order to render value judgments regarding the effectiveness of its program. The evaluative criteria presented herewith serve two purposes: (1) to enable a departmental staff to evaluate or appraise its program and (2) to present the ideal or optimum practices and conditions necessary for a department to effect an ideal program.

THE SELF-EVALUATION PROCESS

Once the concept of evaluation or appraisal of a program is understood and plans for the inclusion of the entire business staff in the evaluative process are made, then the steps or procedures to be followed in carrying out the process of self-evaluation is the next order of business. Following are step-by-step procedures to be followed in evaluating a departmental program and in the drawing up of a plan for program improvement:

1. The departmental staff (through the department chairman) should acquaint the school administrator with the motives for engaging in departmental self-evaluation and the evaluative criteria to be used. It is important that the school administrator be aware of those practices and conditions which should exist if the best possible business education program is to be offered to the secondary school youth in his community and school.

2. Before any attempt is made to evaluate the business education program, the departmental staff should first gain a thorough understanding of the student population and school community and the philosophy and objectives of the school. (Evaluative Criteria — Parts B and C)

3. In light of these understandings the departmental personnel should formulate its own philosophy and set of objectives for the business department. (Evaluative Criteria — Part B)

4. Each business teacher should fill out or rate independently one copy of the Evaluative Criteria — Part D.

5. After all the independent ratings have been made, the business teachers should then meet as a group and go over each item and arrive at a single departmental rating for each criterion.

6. The departmental personnel should then draw up a written evaluation of the business program pointing out specifically those areas which need improvement.

7. The departmental personnel should next draw up a written program of action for the improving of the business education program. Such a plan for action might include:

a. Steps to be taken as a course of action for program improvement.

b. Those areas which can be improved upon by the staff members themselves without extra financial assistance or the addition of personnel.

c. Amount of time the departmental personnel feel it would take to implement the program of action — preparation of both short- and long-range plans.

d. Who would be responsible for carrying out certain phases of the plan of action for program improvement.

e. Which aspects of the program need strengthening, i.e., more emphasis on the basic business and economic phase of the program than is currently being offered, or perhaps a greater emphasis of one type of vocational program over another.

f. Plans for the conducting of surveys and/or follow-up studies indicating what kinds of data are being sought and for what purposes, also an estimate as to the cost of making such studies.

g. What additions (by way of staff, equipment, instructional materials, guidance services, etc.) are required for program improvement.

8. The departmental personnel should submit to the school administrator both the summarized report of the self-evaluation and the plan of action for program improvement. The school administrator needs to know specifically what facets of the business program need revamping and upgrading in order that he will be in a better, more defensible position to make recommendations to the board of education or trustee and to approve a course of action for the improving of business education as prepared by the business department.

9. The departmental personnel should then implement the plan of action for program improvement.

10. After the plan has been in force for a year, re-evaluate your program — at least that portion which was covered by your plan for program improvement.

Just as you evaluate regularly the achievement of your students, so should you regularly evaluate your total business program. Just as student evaluation should give you an indication as to what steps need to be taken to improve instruction and learning outcomes in your individual courses, so should total program evaluation give you an indication as to what steps need to be taken to improve the quality and outcomes of business education in your school.

EVALUATIVE PROCEDURE

Part D consists of nine sections, each of which has subsections. Each subsection is introduced by a criterion which is a comprehensive general statement of the optimum practice of a standard by which conditions, practices, and characteristics of a business education program are to be judged. Following each criterion is a series of check list items which are specific statements of optimum conditions, practices, and characteristics relating to the comprehensive general criterion. A check list rating scale is provided for rating each item in the subsections.

After the items have been rated by the specific evaluation rating scale, the check list items provide a basis for assigning a rating in the general evaluation statement at the end of each subsection. After a value of one to five (indicated by a circle around the approximate figure) has been assigned to the general evaluation statement, the statement then reflects the degree or the extent to which the criterion exists in the business program under evaluation.

The *Staff* section (IX) of Part D needs two notes of explanation. First, some departments may have either a "department chairman" or a "head of the department" title. One administrative view is that the head of the department has no supervisory function; rather, he is the one to whom the school administrator and the business teachers look as the "spokesman" for the department and the one who presides at departmental meetings. If this situation exists in your school, then quite accurately check list item No. 3 under criterion G, page 32, for example, should be rated with a "—" (see Specific Evaluation Rating Scale, page 32). In a one-teacher department where obviously a department chairman or head is nonexistent, the business teacher will by necessity have to assume some of the duties departmental chairmen usually assume. In such instances the teacher should rate himself against these criteria (G and H) and check list items pertaining thereto.

Second, this section (IX) is so constructed that an individual teacher may rate himself against each criterion and check list item under the "Individual Teacher" column and also attempt to evaluate all the teachers in the department (including himself) under the "Entire Staff" column. For Criteria G and H the teachers rate the department chairman and place the appropriate ratings under the "Entire Staff" column only. The department chairman rates himself and places the appropriate ratings under the "Individual Rating" column only.

It should be further noted that within Sections I–IX (Part D) a "stem" or "lead statement" introduces the check list items. These stems or lead statements are designed to cut down on the length of each check list item and to convey entire departmental action with the implication that there is complete cooperation and communication among the business teachers and between the business teachers and the department chairman.

GENERAL EVALUATIVE STATEMENTS

At the end of each subsection is a general evaluative statement which, when assigned a numerical rating according to a five-point rating scale, reflects the degree or extent to which the criterion heading that subsection is being met. Each business teacher should assign a numerical rating to each evaluative statement after considering all evidence (the results of observations and consideration of ratings on the check list items). Encircle the number preceding the item which best describes the evaluative statement. After each teacher has evaluated all the subsections, then the teachers should meet as a group and arrive at a single departmental evaluation for each subsection.

The purpose for having two separate rating scales (one for the check list items and a different scale for the general evaluative statements) is to discourage the evaluator from averaging the ratings of the check list items in order to arrive at a rating to be assigned to the evaluative statement. Since all check list items are not

equally weighted, it would be incorrect to average the ratings for these items. The evaluator, therefore, must make his own value judgment (based upon his experience and observations) in determining the importance or relative weight of each check list item and base his rating of the evaluative statement accordingly.

DEPARTMENTAL PROFILE

After the business teachers have arrived at a departmental evaluation for each subsection, the total departmental evaluation can be plotted on the Departmental Profile sheet (Part E). The Profile presents in graphic form a summary of all evaluations made for all 27 subsections. Once the subsection ratings have been plotted on the Profile Sheet and connecting lines drawn, the departmental personnel can see at a glance wherein weaknesses of their program lie. Ratings of one and two (to the left of the double vertical lines on the Profile Sheet) are actually negative ratings indicating considerable improvement is needed. Rating of three indicates average attainment of the criterion, and a rating of five indicates full attainment of the criterion.

PART B

PHILOSOPHY AND OBJECTIVES

Human activity is meaningless unless it is conducted in light of established values, beliefs, or ideals; and these values, beliefs, or ideals can more easily be attained if definite goals or objectives are established. Otherwise, human activity may flounder and be no more useful than a rudderless ship at sea. Evaluation of human activity cannot be made unless such activity is carried on with some purpose in mind. If human activity cannot be or is not evaluated, then refinement or improvement of such activity is impossible.

There must be a purpose to an activity so predominate in our country as is educational activity. If not, considerable energy and sums of money are being wasted. It is not enough that a "general" idea of the philosophy and objectives of education be ascertained; rather, it is mandatory that a very definite idea and understanding of the philosophy and objectives exist in the minds of all who are involved in educational activity.

Thus, before evaluation of a business education program can be made, it is necessary that the business education staff have a clearly defined philosophy and set of objectives. A business department should ask itself these questions:

1. Has the business department a definite philosophy and set of objectives which it can and does communicate to other staff members, administrators, parents, board members, and businessmen?
2. Are the philosophy and objectives of the department compatible with the overall philosophy and objectives of the school, and does the department review and evaluate its philosophy and objectives from year to year?
3. Does the administration concur with the philosophy and objectives of the business department?
4. Does the business department keep the administration informed as to the aims and objectives of the courses taught in the department?
5. Does the business department keep the counselors informed as to the aims and objectives of the courses taught in the department?

PHILOSOPHY

If a philosophy of business education has not been formulated, the departmental staff should undertake this important step before attempting to evaluate its program. Some questions a staff of business educators should ask themselves in formulating a philosophy of business education might be:

1. What is the philosophy of the school?
2. What is the attitude of the members of the community toward education in general?
3. What is the attitude of the parents toward business education and its role in the total secondary school educational environment?
4. What is the attitude of the administration and counselors toward business education and its role in the total secondary school educational environment?
5. What is the attitude of the business community toward business education and its role in the total secondary school environment?
6. What is the relationship of the business education program to the rest of the school? the administration? the business community?
7. Are all youth entitled to educational opportunities of a business nature?

8. What is the role of business education in furthering the ideals of our American system of free enterprise?
9. Can business education contribute to a better life for *all* high school youth regardless of economic or social status, occupation or profession, talents or abilities?
10. What is the attitude of the business teachers toward providing business education to all levels of students (those in the lower 50 per cent of ability as well as those in the upper 50 per cent of ability)?

WHAT IS THE PHILOSOPHY OF BUSINESS EDUCATION IN YOUR SCHOOL?

OBJECTIVES

Once the philosophy has been determined, it is necessary to establish defensible and attainable goals or objectives against which all educational activity can be evaluated or appraised. In preparing a set of objectives for business education in your school, consideration should be given to:

1. The objectives of your school system and how business education can supplement and complement these objectives.
2. The type(s) of students in attendance in school and in business courses with respect to ability levels and economic backgrounds.
3. The needs of students for preparation for the duties of adult citizenship in the community and nation.
4. The needs of students for preparation for further educational pursuits.
5. The needs of students (and the business community) for occupational training.
6. Evidence from follow-up studies of graduates and former business students.
7. Evidence from surveys of the business community with respect to:
   a. Occupational opportunities (kinds and number of jobs)
   b. Employment qualifications
   c. Standards necessary for initial employment and advancement on the job
   d. Duties and responsibilities of business employees
8. Community environment of the school (e.g., agricultural, urban, suburban, industrial, commercial).
9. The socio-economic level and occupations of the parents.
10. Other educational agencies in or near the school community which have (or might have) an effect on business education in your school.

WHAT ARE THE OBJECTIVES FOR BUSINESS EDUCATION IN YOUR SCHOOL?

PART C

STUDENT POPULATION AND SCHOOL COMMUNITY

It would be indeed accidental if an effective, ideal program of business education existed if little or no attention or consideration had been given to the nature of the student population and the school community. Assuming that education exists because there is a felt need for it to exist, then such questions as (1) who needs education? (2) how much education is needed? (3) what kind(s) of education is needed? (4) who expects to receive the education? quite naturally should be asked. The answers to these and similar questions could be determined if there were a clear understanding of the nature of the student population and school community. For example, if the school population consisted wholly of students of below average ability and who had no intentions of furthering their education beyond high school, it would be foolish and wasteful to offer a college preparatory course of study consisting of advanced courses in science, mathematics, foreign language, and composition.

To enable a staff to offer an effective program of business education, it is necessary that answers to the following questions be made available.

STUDENT POPULATION

1. What is the percentage of drop outs of students who are enrolled in the business courses? in all courses?
2. Why do students drop out of school? Why do students drop out of the business courses?
3. Who are the drop outs in your school?
   a. the lower academically-rated students?
   b. the lower economic levels of students?
   c. the academically-capable students?
4. What do the students do after they drop out of school?
5. What do the high school graduates do who don't go to college?
6. What do the high school graduates major in when they go to college?
7. What is the "holding power" of the school in general? of the business department?
8. What percentage of the students enrolled in the business courses are in the upper half of their respective classes academically? lower half?
9. What is the general attitude of the students toward business education courses? If the attitude is unfavorable, why does it exist?
10. What are the career goals of the business students?
11. What per cent of the students in your school intend to further their education in college? in a trade or business school? in a junior college? in adult education classes?
12. What services do the business department offer to college-bound students?

SCHOOL COMMUNITY

1. What is the nature of the community for which the school serves (e.g., agricultural, urban, suburban, industrial, commercial, heavily populated, sparsely populated)?

2. What is the occupational status of the adult population in the community?
3. What is the educational status of the parents?
4. What is the nature of the business community served by the school?
   a. highly industrial (i.e., manufacturing, shipping, mining)?
   b. moderately industrial?
   c. considerable commercial activity (i.e., retailing, wholesaling, service enterprises)?
   d. little commercial activity?
5. What are the occupational opportunities available in the community? in the surrounding area?
6. What other educational agencies exist in or near the community which might affect the school? the business department?
   a. other secondary schools?
   b. trade and industrial schools?
   c. private business colleges?
   d. four-year collegiate institutions?
   e. junior college?
   f. adult education programs?

PART D

EVALUATIVE CRITERIA FOR SECONDARY SCHOOL BUSINESS EDUCATION PROGRAMS

SECTION I. CURRICULUM

A. The program of business studies provides for the dual purpose of business education, one aspect being that business education is an integral part of the general education for all high school youth, the second aspect being the vocational preparation of high school youth for business jobs and careers.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

	Check List
1. The business offerings include general business subjects, such as general business (junior level), business law, economic geography, advanced general business (senior level), economics available:....	_____
a. as general education for youth who plan to pursue occupational careers in business.....	_____
b. as general education for youth who plan to pursue professional and non-business careers.....	_____
2. Enrollment statistics for the general business subjects indicate that the curricular practices relative to guidance and counseling to acquaint youth with the general education values in the area of general business are effective.....	_____
3. The business offering includes sequences of vocational subjects that are designed to prepare high school youth for entrance into and progress in the business occupational areas, such as clerical, stenographic-secretarial, record keeping-bookkeeping, and retail selling.....	_____
4. Enrollment statistics in the vocational business subjects indicate that the guidance and counseling practices are effective in acquainting youth with occupational careers in business.....	_____
5. Achievement records (results of school tests and results from follow-up studies of business graduates) indicate that the planned sequences of vocational business subjects are effective in developing those abilities and skills necessary for entrance into and progress in the business occupations.....	_____

6. Insofar as the total school program does not make a conscientious effort to provide high school youth with the competencies, skills, and understandings in the application of English, mathematics, and social studies to personal- and vocational-use business problems, the business department, through its program of studies, offers such courses as business mathematics, business English, and economic geography ..... ____

7. In both aspects of the business program cognizance is taken that college-bound students and non-business career students have a need for and can benefit from business education through such courses as typewriting, record keeping, economics, and general business..... ____

GENERAL EVALUATION: (Evaluation of Criterion I-A above)

The extent to which the program of business education provides for the dual purpose of business education and meets the needs of all high school youth is (draw a circle around number that expresses your general evaluation).. 5 — very extensive; 4 — extensive; 3 — adequate; 2 — poor; 1 — lacking

B. The business department prepares and carries out a plan of continuous evaluation for the improvement and development of the business education program.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The business department	Check List
1. involves all departmental personnel in a planned, continuous program of evaluation of its program of studies.....	____
2. utilizes the services of business representatives in the community in an advisory capacity in the development and evaluation of its program of studies.....	____
3. keeps the administration informed as to the nature, purpose, and progress of the evaluation and presents and sells a defensible plan for program improvement to the administration.....	____
4. evaluates its program of studies and subject matter content in terms of:.....	____
a. the philosophy and objectives of the school and the department.....	____
b. the changing needs of students and community as revealed by guidance activities and studies conducted by the central guidance services office.....	____
c. follow-up studies, surveys, and experimentation conducted by members of the department.....	____
d. a sound analysis of changing educational philosophy and objectives, current problems and situations, and current changes in business and economic policies and practices.....	____

e. suggestions and recommendations of the administration, teachers, patrons, businessmen, and graduates.. _____

f. enrollment trends in the business subjects, employment trends in the area, and educational opportunities available to business graduates..... _____

GENERAL EVALUATION:

The extent to which the department prepares and carries out a plan of continuous evaluation for the improvement and development of business education is (draw a circle around number that expresses your general evaluation).. 5 — very extensive; 4 — extensive; 3 — adequate; 2 — poor; 1 — lacking

C. The administration of the business program of studies is such that the attainment of the philosophy, objectives, and purposes of business education is made possible.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The business department	Check List
1. provides for continuity and articulation (the business program is compatible with other programs) between its program and the business programs of the junior high school and post-high school educational institutions in the community.....	_____
2. provides for continuity and articulation (the business program is compatible with other programs and relationships are drawn among the programs) between its program and the programs of the social studies, home economics, mathematics, and English departments..	_____
3. provides for continuity and articulation between the extraclass activities program and the curricular programs of the department..	_____
4. provides for effective channels of communication within the department and to other parts of the school program.....	_____
5. is flexible enough to provide for a dual-track program with other departments.....	_____
6. provides for continuity in its program of studies (a planned sequence of courses is prescribed for and followed by business majors and minors; however, flexibility is maintained to provide for student interests and needs).....	_____
7. utilizes periodic staff meetings to consider, evaluate, and plan courses of action to be taken on all matters pertaining to curriculum, staff, instructional activities.....	_____
8. selects teachers for the general business and economics courses on the basis of their course work background and interest in this area rather than on administrative expediency.....	_____
9. selects teachers for the vocational business courses on the basis of their course work background, business and work experience, and interest in this area rather than on administrative expediency...	_____

10. provides a trained coordinator for the work-experience program (if the need for such a program exists in the community)..... ____

11. offers only credit courses (including the work-experience program when offered as a part of the business curriculum) and these credits count toward high school graduation..... ____

GENERAL EVALUATION:

The extent to which the administration of the business program provides for the attainment of the philosophy, objectives, and purposes of business education is (draw a circle around number that expresses your general evaluation).....

5 — very extensive
4 — extensive
3 — adequate
2 — poor
1 — lacking

II. INSTRUCTIONAL CONTENT

A. There is a "common core" of learnings (information, skills, attitudes, and understandings) which is stressed in both the general business and economic education and the vocational business education aspects of the business program of studies.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The "common core" of learnings	Check List
1. emphasizes instruction which furthers the development of the students' working knowledge of the fundamental processes (i.e., reading, writing, arithmetic skills, ability to follow instructions, and problem-solving abilities).....	____
2. provides for an exploration into and a study of the varied opportunities business provides by way of job opportunities and careers.	____
3. develops the students' awareness of the individual's responsibilities as a participating, productive, voting citizen in a democratic society	____
4. emphasizes the application of business knowledge and skills to personal-use activities.....	____
5. emphasizes the need for the development of ethical practices and standards for the conduct of business.....	____
6. provides the students with an understanding of true business profits and what businesses do with these profits.....	____
7. emphasizes the development of proper student attitude toward an appreciation of and the value of work in our society.....	____

GENERAL EVALUATION:

The degree to which the "common core" of learnings is stressed in both aspects of the business program of studies is (draw a circle around number that expresses your general evaluation).....

5 — very extensive
4 — extensive
3 — adequate
2 — poor
1 — lacking

B. The core of learnings in the general business and economic education aspect of the business curriculum develops understandings and skills (e.g., consumer economic competency, personal-use business skills, social-economic understandings, and prerequisite skills and understandings for advanced study) necessary for all students.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

Instructional emphases in the general business and economic courses	Check List
1. provide for the laying of a foundation of business and economic concepts and knowledge necessary as prerequisites to advanced study in post-high school educational institutions	_____
2. provide instruction on the consumer aspects of business and economics — intelligent discrimination in the use and financing of business and economic goods and services	_____
3. are directed toward developing student awareness and acceptance of personal and family financial and legal responsibilities	_____
4. point up the economic issues confronting our local, state, and federal government and the need for participating, voting citizens to be informed of these issues	_____
5. provide for a comparison of the major economic systems existing in the world	_____
6. demonstrate the effects basic economic laws and principles (e.g., competition and the law of supply and demand) have on such factors as prices, the labor market, production, and our standard of living	_____
7. are directed toward the students' understanding and appreciation of the nature and importance of competition in a free enterprise economic system	_____
8. include the study of the cost of government and how this cost is defrayed	_____
9. provide students with an understanding of the role of government in business activities	_____
10. provide students with an understanding and awareness of the business activities of government	_____
11. provide students with an understanding of the problems confronting the American business system	_____
12. are directed toward the students' understanding of the problems and responsibilities relating to owners and managers of business and to labor	_____
13. provide students with an understanding of business ownership, organization, management, and procedures	_____
14. provide students with an understanding and an awareness of the importance, necessity, and the problems of international trade	_____

15. enable students to learn how to cope with issues of a controversial nature (e.g., labor unions, price supports, social legislation, etc.).. ____

GENERAL EVALUATION:

The degree to which the core learnings are stressed in the general business and economic education courses is (draw a circle around number that expresses your general evaluation).....

5 — very extensive
4 — extensive
3 — adequate
2 — poor
1 — lacking

C. The core of learnings in the vocational business education courses provides students with marketable skills, knowledges, and understandings necessary for initial employment in office and store positions.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

Instructional emphases in the vocational business courses	Check List
1. provide each student with a working relationship with the many duties expected of office and store employment, but in addition encourage each student to develop fully any individual skill which correlates with his interests, aptitudes, and abilities.....	____
2. are placed on the development of student attitudes toward the importance of understanding desirable employer-employee relationships.....	____
3. correlate the content and nature of job assignments with local business needs and practices.....	____
4. provide students with practice in locating, applying for, and being interviewed for prospective employment.....	____
5. are directed toward the improvement of the students' oral and written communication skills.....	____
6. stress the importance of good grooming and the development of positive social traits.....	____
7. provide students with a minimum understanding of and a working relationship with those office machines commonly used in the business community.....	____
8. are directed toward developing student awareness of the importance of organizing job assignments, work simplification techniques, following oral and written instructions, and problem-solving abilities.....	____
9. in distributive education are directed toward the development of student understanding of the function and economics of distribution in our economy.....	____

10. in distributive education provide students with an understanding of the marketing function in our economy including such factors as wholesaling, retailing, buying, selling, pricing, advertising, display, locations, and financing..... ———

GENERAL EVALUATION:

The degree to which the core learnings are stressed in the vocational business education courses is (draw a circle around number that expresses your general evaluation).

5 — very extensive
4 — extensive
3 — adequate
2 — poor
1 — lacking

III. INSTRUCTIONAL ACTIVITIES, METHODS, AND PROCEDURES

A. The business department provides instructional materials, methods, and procedures adaptable to the students (i.e., students of all levels of ability) available to take the business courses

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

All business teachers — Check List

1. provide levels of instruction in light of the maturity levels and ability levels of the students being taught..... ———
2. utilize results from formal tests, teacher-constructed diagnostic tests, cumulative records, and performance records of students in determining levels of abilities and maturity of students..... ———
3. provide instruction which is compatible with school and departmental objectives as based upon both education needs and business needs..... ———
4. consider the interests and needs of students in instructional planning..... ———
5. utilize textbooks as resource materials rather than as instructional guides..... ———
6. utilize a variety of instructional methods and student-involvement techniques..... ———
7. employ teacher demonstrations generously to clarify learning techniques and procedures..... ———
8. utilize a wide variety of instructional materials (geared at varying maturity and reading levels of students), such as reference and resource materials, films and filmstrips, bulletin board displays, workbooks and practice sets, and charts and graphs in the business classes..... ———
9. provide instruction based on careful utilization of principles of learning..... ———

GENERAL EVALUATION:

The degree to which instructional activities, methods, and procedures are geared to the maturity and ability levels of the business students is (draw a circle around number that expresses your general evaluation).....

5 — very extensive
4 — extensive
3 — adequate
2 — poor
1 — lacking

B. The business department considers evaluation to be an integral part of instructional activities and procedures and the learning and developmental process of students.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

	Check List
All business teachers	
1. employ evaluative techniques which are compatible with individual course and departmental objectives	____
2. utilize a variety of evaluative techniques (e.g., formal and informal tests, attitude checks, performance tests, and problem-solving assignments)	____
3. inform students as to the purposes of evaluation and the standards and requirements needed for grades in the individual business courses	____
4. utilize the results of evaluative techniques for diagnostic instruction and program planning	____
5. make evaluation a part of the learning process as much as possible	____
6. base evaluation on sound, attainable but challenging standards	____
7. follow departmental-determined standards in assigning students grades in the skill courses	____
The business education coordinator for the work-experience program	
8. evaluates the work-experience program of a student both in terms of his classroom proficiency and his business experiences	____
9. and the local business employer-supervisor share in the responsibility of evaluating the business experience of the student on the work-experience program	____
10. frequently visits the students at their employment stations in order to evaluate the range and depth of experien s the students are receiving and the effectiveness of the business employer-supervisor	____ ____
11. at frequent intervals brings the students on the work-experience program together in the classroom to discuss and evaluate their business experiences	____

GENERAL EVALUATION:

	5 — very extensive
The degree to which evaluation plays an integral role in instructional activities and procedures and the learning and developmental process of students is (draw a circle around number that expresses your general evaluation)	4 — extensive
	3 — adequate
	2 — poor
	1 — lacking

SECTION IV. INSTRUCTIONAL MATERIALS

A. The business department maintains and uses a wide variety of instructional materials for teachers and students.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The business department utilizes	Check List
1. a variety of up-to-date reference books for students' use (preferably these reference books are housed in the business department classrooms; however, they may be filed in the school library)....	_____
2. several student dictionaries, style manuals, and secretary's handbooks for students' use in the business classrooms.....	_____
3. current government and business publications, house organs, and trade union materials for students' use.....	_____
4. current newspapers and magazines of a business nature for classroom use.....	_____
5. supplementary teaching units published by governmental agencies and business firms to enrich instruction and learning.....	_____
6. such indexes as the *Business Education Index, Education Index,* and *Reader's Guide* in preparing annotated bibliographies and reading lists for students.....	_____
7. local business publications, published financial reports of local businesses, and forms used in local businesses for classroom use.....	_____
8. films and filmstrips, tapes and recordings to supplement instruction.	_____

GENERAL EVALUATION:

The extent and variety of instructional materials for use in the business classes by teachers and students are (draw a circle around number that expresses your general evaluation).....	5 — very extensive 4 — extensive 3 — adequate 2 — poor 1 — lacking

B. The business department follows a planned procedure for the selection and evaluation of instructional materials.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The business department	Check List
1. has a budget which it uses for the purchasing of instructional materials and the renting of films and filmstrips.....	_____
2. makes recommendations to the school librarian for the purchasing of supplementary books, magazines, and periodicals of a business and economic nature for the school library.....	_____
3. uses basic selection tools (e.g., 1960 issues of *American Business Education* — "The High School Business Curriculum"; American Library Association book list, *Basic Book Collection for High Schools;* H. W. Wilson's suggested list of business and economic books for high schools; and the *Business Education Index*) as guides when recommending the purchasing of books for the library.	_____
4. uses an evaluation form (either prepared by the department or one already in print) as a guide when evaluating newly published text materials, teaching units prepared by governmental agencies and business firms, and free pamphlets, circulars, and other printed materials.....	_____
5. previews and evaluates films and filmstrips before showing them to students.....	_____
6. maintains a file of teachers' reviews and evaluations of films and filmstrips in the staff office.....	_____

GENERAL EVALUATION:

The procedures followed in the selection and evaluation of instructional materials are (draw a circle around numbers that expresses your general evaluation).....	5 — excellent 4 — very good 3 — good 2 — poor 1 — lacking

SECTION V. GUIDANCE

A. Occupational and career guidance of students in general as well as in business is considered to be a primary responsibility of the business department and is participated in actively by all business teachers.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The business department generally and the business teachers individually	Check List
1. assist in the school testing program, volunteer their services to the school guidance committee, and work enthusiastically in group guidance activities during home room periods.....	_____
2. assist students in selecting their choice of an occupation.....	_____

3. are aware of the extent of the services offered by the central guidance services office (e.g., testing program, group and individual guidance and counseling services, referral services)..... ____

4. keep themselves informed of employment trends, job opportunities, and employment qualifications for the area served by the school through follow-up studies, surveys, and personal contacts with businessmen..... ____

5. encourage students both in and out of class to discuss problems relating to business courses, career goals, appraisal of interests and abilities, etc..... ____

6. continue to give former students unbiased advice on personal and occupational problems)..... ____

GENERAL EVALUATION:

The extent to which occupational and career guidance of students is regarded as a primary responsibility of the business department generally and the business teachers individually is (draw a circle around number that expresses your general evaluation)..... 5 — very extensive; 4 — extensive; 3 — adequate; 2 — poor; 1 — lacking

B. Information pertaining to business occupations and careers and to educational opportunities to prepare students for them is not only made available but also is made an integral part of the learning and developmental process by the business department.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
–– Bad — condition or practice is not desirable or applicable to your school situation

The business department in its curricular and student services programs operating through each of the business teachers	Check List
1. provides information pertaining to employment opportunities in local offices and stores, professional business careers, and business teacher education, and gives students opportunities to discuss such information in the business classes.....	____
2. posts on bulletin boards and makes available to the school newspaper information pertaining to employment opportunities, employment qualifications, and professional careers in business and business education so that *all* students might be informed.....	____
3. invites businessmen to talk to business classes regarding the nature of jobs and opportunities available in the business world.....	____
4. invites former graduates and business students to talk to business classes regarding their business experiences.....	____
5. promotes and participates in the planning and conducting of periodic business and education days, career days, and other programs to help students make wise vocational choices.....	____

6. consciously integrates information about business occupations and careers in all class discussions..... ____

7. integrates occupational and career information in course syllabi and in both unit and daily lesson plans..... ____

8. invites the school librarian to conduct class sessions on the use, availability, and location of occupational and guidance materials.. ____

9. arranges to have some business classes conducted in the library to enable the entire class to work with reference materials and occupational materials under the supervision of both the teachers and the librarian..... ____

GENERAL EVALUATION:

The extent to which business education and occupational information is made available and an integral part of the learning and developmental process by the business department is (draw a circle around number that expresses your general evaluation).....

5 — very extensive
4 — extensive
3 — adequate
2 — poor
1 — lacking

C. The business department maintains or has ready access to student personnel records that are desirable and necessary for guidance, placement, and follow-up activities.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

Check List

1. Student personnel records are maintained by or are readily accessible to the business department pertaining to:..... ____
   a. scholastic ability test scores..... ____
   b. achievement battery test scores..... ____
   c. aptitude and prognostic indices..... ____
   d. interest and career goal inventories..... ____
   e. personality and attitude inventories or scales..... ____
   f. personality and attitude traits of students as reported by teachers..... ____
   g. students' grades in all classes..... ____
   h. students' attendance and punctuality records..... ____
   i. participation of students in the student activities program..... ____
   j. home and family background..... ____
      (1) health records of family and students... ____
      (2) economic, vocational, and professional status of parents..... ____
   k. work experience of students..... ____

2. The student personnel data for business students are used by general counselors and by business teachers and advisors in:..... _____
   a. counseling with students and parents regarding general occupational and education career choices..... _____
   b. counseling with students in the planning of study programs semester by semester..... _____
   c. locating difficulties (i.e., poor study habits, reading problems, general scholastic abilities) encountered by students that may impede progress in any subject... _____
   d. counseling students regarding the development of desirable character and personality traits..... _____
   e. counseling students regarding the development of desirable attitudes, personal habits, and work habits... _____
   f. adapting instruction to individual needs of students.. _____

GENERAL EVALUATION:

The extent to which student personnel records exist and are made available to the business department and are used by business teachers and advisers in counseling with students is (draw a circle around number that expresses your general evaluation)..... 5 — very extensive; 4 — extensive; 3 — adequate; 2 — poor; 1 — lacking

D. A continuous, cooperative relationship exists between the central guidance services office and the business department to the end that they supplement and complement each other in providing optimum guidance services to students.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

Through its teachers the business department provides the guidance services office and general counselors with	Check List
1. information for counselors, students, and parents pertaining to business occupations and careers — area employment opportunities, nature of the work, qualifications for initial employment and later advancement, advantages, disadvantages, and limitations of the various occupations and careers.....	_____
2. information about available educational opportunities (in high school, technical and business schools, colleges, universities, and business- and government-sponsored in-service educational programs) to prepare students for business occupations and careers..	_____
3. business occupational and career statistics — shifts or trends in number, needs, salaries, advancement possibilities, etc.....	_____
4. information pertaining to changing or new occupations and careers resulting from mechanization, automation, technology, and to economic and social change.....	_____

5. information pertaining to the nature, objectives, and component parts of each business sequence of subjects (curriculum) and of each business subject offered by the department..... ____

6. information regarding prerequisites for enrollment in the various business subjects as to courses taken, scholastic average, classification as to grade (i.e., freshman, sophomore, junior, senior)..... ____

The central guidance services office provides services and information to the business department pertaining to

7. scholastic aptitude, occupational and interest inventories, and general achievement of business students..... ____

8. diagnosis of learning difficulties or personal problems of business students..... ____

9. personal interests, likes and dislikes, abilities and capacities of business students..... ____

10. results of interview comments relating to learning and comprehension difficulties of business students..... ____

The business department and central guidance services office work cooperatively in

11. planning overall guidance services that will be of optimum benefit to business students (i.e., remedial work, enrichment programs, follow-up studies, summer and part-time placement services, etc.).. ____

12. building good public relations through news releases of appropriate information regarding student achievements, nature and extent of the business program, cooperative work-experience program, etc... ____

13. placing students in business positions for which they have prepared themselves..... ____

GENERAL EVALUATION:

The extent to which the business department and the central guidance services office supplement and complement each other in providing optimum guidance services to students is (draw a circle around number that expresses your general evaluation)..... 5 — very extensive; 4 — extensive; 3 — adequate; 2 — poor; 1 — lacking

SECTION VI. EXTRACLASS ACTIVITIES

A. A carefully coordinated program of extraclass activities supplements and complements the instructional program in the attainment of the primary objectives in business education.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The business department	Check List
1. attempts to make available to every student pursuing a major or a minor in business education some extraclass activity that is designed to promote learning about business and personal development.....	____

2. sponsors a business club, an FBLA chapter (Future Business Leaders of America), or a DECA chapter (Distributive Education Clubs of America)..... ———
3. promotes and encourages a J.A. (Junior Achievement) program to develop on the part of all students interest in and an understanding of the operations of American business..... ———
4. assists students in obtaining part-time and vacation employment to gain experience in business..... ———
5. provides opportunities for student-planned, all-school assembly programs, school exhibits, bulletin board displays, demonstrations, tests, and similar activities..... ———
6. provides opportunities for students to gain experience through rendering service of a clerical and secretarial nature to:..... ———
   a. the school administration..... ———
   b. school groups who can't perform such duties for themselves..... ———
   c. local chamber of commerce..... ———
   d. community charity groups..... ———

GENERAL EVALUATION:

The extent to which the extraclass activities program supplements and complements the instructional program of the business department is (draw a circle around number that expresses your general evaluation)..... 5 — very extensive; 4 — extensive; 3 — adequate; 2 — poor; 1 — lacking

SECTION VII. HOME, BUSINESS, AND COMMUNITY RELATIONS

A. A cooperative working relationship exists between the business department staff and representatives of both individual business firms and the business community.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The business department	Check List
1. confers with representatives of business firms regarding the personal and technical qualifications of prospective office and store employees.....	———
2. confers with representatives of business firms regarding minimum standards acceptable for initial employment.....	———
3. confers with representatives of business firms regarding the relationship between the in-service training programs in business (during employment) and the breadth, depth, and achievement levels of the school training program.....	———

4. keeps businesses and the community informed as to innovations in curriculum, methods, and procedures..... _____

5. maintains appropriate public relations through a planned, continuous information program to the public through news releases, radio and television, bulletins, pamphlets, etc..... _____

6. confers regularly with local businessmen to learn of new products and services of interest to the school and the department..... _____

7. works with businessmen through school placement and guidance services to plan and carry out effective placement and employment procedures..... _____

Representatives of both individual business firms and the business community

8. cooperate with the business department by making their employment and managerial personnel available to serve on advisory committees, to serve as visiting lecturers, and to direct groups of students on tours through plants and offices..... _____

9. encourage business students to achieve in business studies through various devices and plans as awards and recognitions..... _____

10. cooperate with the business department by answering surveys conducted by the business department..... _____

11. cooperate with the business department in selecting suitable work stations and providing profitable experiences for students pursuing the work-experience program..... _____

GENERAL EVALUATION:

The extent to which a cooperative, working relationship exists between the business department staff and representatives of both individual business firms and the business community is (draw a circle around number that expresses your general evaluation)..... 5 — very extensive; 4 — extensive; 3 — adequate; 2 — poor; 1 — lacking

B. An amiable, working relationship exists between the business department staff and the students and parents.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
-- Bad — condition or practice is not desirable or applicable to your school situation

The business department — Check List

1. publicizes the activities and accomplishments of students pursuing business studies through such media as displays and exhibits, news releases to school paper, and local news media (newspapers, radio, television)..... _____

2. keeps the students, patrons, and public informed as to the philosophy of the instructional program in business education, the general objectives sought, and the learning goals (job competency, economic self-sufficiency, etc.) through such media as pamphlets, brochures, cartoon leaflets, news releases, class problems and exercises..... ———
3. keeps parents informed as to the progress being made by their children by means of personal contacts and written communications..... ———
4. plans conferences with parents regarding career goals, educational opportunities, traits, characteristics, and aptitudes, and the progress of the students..... ———

GENERAL EVALUATION:

The extent to which a planned public relations program exists and is maintained by the business department is (draw a circle around number that expresses your general evaluation)..... 5 — very extensive; 4 — extensive; 3 — adequate; 2 — poor; 1 — lacking

SECTION VIII. PHYSICAL FACILITIES AND EQUIPMENT

A. The extent and quality of the physical facilities are sufficient to enable the business department to carry out an effective program in light of its philosophy and objectives.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The physical facilities are such that	Check List
1. the business classrooms are in close proximity to each other.....	———
2. the shorthand and transcription classes have immediate access to the typewriting classroom.....	———
3. the office machines and typewriting classrooms are soundproofed to prevent machine noise from interfering with instruction in other classrooms.....	———
4. there are from 40 to 50 foot-candles of lighting in the bookkeeping, typewriting, and office practice classrooms.....	———
5. each classroom has ample chalkboard and bulletin board space...	———
6. each classroom is provided with an ample number of electrical outlets.....	———
7. classrooms where electrical equipment is used are equipped with a master control switch.....	———
8. each classroom has adequate floor space and an efficient room arrangement to enable teachers to work with individual students.	———
9. there is a wash basin in the office practice and typewriting classrooms.....	———
10. there is a general purpose classroom for the teaching of bookkeeping, shorthand, and general business and economic education classes.....	———

11. never do two classes have to be taught in the same classroom at the same hour..... ____

12. each classroom is equipped with "blackout" shades (or their equivalent) to enable the using of audio-visual equipment..... ____

GENERAL EVALUATION:

The extent and quality of the physical facilities which enables the business department to carry out an effective program are (draw a circle around number that expresses your general evaluation).....	5 — superior 4 — very good 3 — adequate 2 — poor 1 — lacking

B. An ample supply and quality of storage space, equipment, and furniture are available to enable the business department to carry on an effective program in light of its philosophy and objectives.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The business department is equipped with	Check List
1. an ample quantity and quality of display cases and storage facilities	____
a. there are display counters, shelves, and cases in the classroom where retail selling classes are taught.....	____
b. there is at least one 4-drawer vertical filing cabinet in each business classroom.....	____
c. there are closets, built-in cabinets, magazine racks, and bookcases in each of the classrooms.....	____
d. each teacher has a 4-drawer vertical filing cabinet, a bookcase, and a desk and chair in the staff office.....	____
2. classroom furniture of the quality and type that facilitates learning activities.....	____
a. typewriter desks are of varying heights (or are adjustable) and have adequate surface space to accommodate students' working materials.....	____
b. posture chairs are provided for the typewriting and office practice classrooms.....	____
c. bookkeeping tables provide a flat working surface of at least 6 sq. ft. of space for each student.....	____
d. furniture in the shorthand and general business and economics classrooms is movable and provides surface working space of at least 6 sq. ft. per student.....	____
e. the office practice classroom is equipped with a secretary's desk.....	____
f. the typewriting classroom has a demonstration stand (or preferably a raised platform at front of room) for demonstration purposes.....	____

3. a sufficient quantity and quality of office equipment (and audio-visual equipment) to enable the business department to carry on an effective program..... ———
   a. office machines are of the variety commonly used in the local business community..... ———
   b. there are both manual and electric typewriters in the typewriting and office practice classrooms..... ———
   c. all equipment (typewriters and office machines) is serviced regularly and replaced on a systematic basis.. ———
   d. machines are available for use in the bookkeeping classes..... ———
   e. a wide variety of audio-visual equipment is available for use in the business classrooms..... ———
      (1) filmstrip and slide projectors..... ———
      (2) motion picture projector..... ———
      (3) overhead and opaque projectors..... ———
      (4) movie screens..... ———
      (5) record player..... ———
      (6) tape recorder..... ———

GENERAL EVALUATION:

	5 — superior
The quantity and quality of storage facilities, furniture, and equipment available for use by the department in carrying out an effective program is (draw a circle around number that expresses your general evaluation).....	4 — very good 3 — adequate 2 — poor 1 — lacking

SECTION IX. STAFF

A. The business teacher has the necessary personal qualifications which enable him to become an effective teacher.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
-- Bad — condition or practice is not desirable or applicable to your school situation

The business teacher	Check List: Indiv. Teacher	Check List: Entire Staff
1. presents a good personal appearance.....	———	———
2. projects his voice well and has a pleasant speaking voice..	———	———
3. uses impeccable grammar (both in speaking and in writing)	———	———
4. possesses good mental and physical health.....	———	———
5. is accepted socially by his professional colleagues and the community.....	———	———
6. possesses qualities of integrity, fairness, and moral fitness	———	———
7. accepts new challenges and responsibilities willingly....	———	———

GENERAL EVALUATION	Individual	Entire Staff
	5 — excellent	5 — excellent
	4 — very good	4 — very good
The personal qualifications of the business teacher are (draw a circle around number that expresses your general evaluation).....	3 — adequate 2 — poor 1 — inadequate	3 — adequate 2 — poor 1 — inadequate

B. The business teacher has a background of work experience related to his specific teaching field.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

	Check List	
	Indiv. Teacher	Entire Staff
The business teacher has had		
1. secretarial, sales, or managerial experience.....	____	____
2. recent work experience (within past five years)	____	____
3. work experience which was closely related to his specific teaching field.....	____	____
The distributive education coordinator has had		
4. store supervisory experience.....	____	____

GENERAL EVALUATION:	Individual	Entire Staff
	5 — very extensive	5 — very extensive
	4 — extensive	4 — extensive
The work experience of the business teacher is (draw a circle around number that expresses your general evaluation).....	3 — adequate	3 — adequate
	2 — limited	2 — limited
	1 — none	1 — none

C. The professional preparation of the business teacher is of the quality and nature which enable him to become an effective teacher.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

	Check List	
	Indiv. Teacher	Entire Staff
The business teacher		
1. has a bachelor's degree and meets the state's minimum certification requirements.....	____	____
2. has a background of college courses in business administration and economics in addition to courses in business education.....	____	
3. has had special methods courses in addition to a general methods course.....	____	____

4. who teaches the skill subjects has a thorough knowledge of the psychological theories of skill development..... ____ ____
5. who teaches the skill subjects possesses proficient skills in the subjects he teaches..... ____ ____
6. who teaches the distributive education courses has had college courses in salesmanship, retailing, and advertising in addition to his distributive education courses..... ____ ____

GENERAL EVALUATION:	Individual	Entire Staff
	5 — excellent	5 — excellent
The professional preparation of the business teacher is (draw a circle around number that expresses your general evaluation).....	4 — very good	4 — very good
	3 — satisfactory	3 — satisfactory
	2 — poor	2 — poor
	1 — unsatisfactory	1 — unsatisfactory

D. The business teacher participates in school and community activities.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
- Void — condition does not exist or practice is missing, *but needed*
-- Bad — condition or practice is not desirable or applicable to your school situation

The business teacher	Check List: Indiv. Teacher	Check List: Entire Staff
1. sponsors student clubs and school activities.....	____	____
2. attends and supports school-sponsored programs and activities.....	____	____
3. attends and participates in local P.T.A. meetings.....	____	____
4. attends and participates in the church of his choice.....	____	____
5. lives in the community in which he teaches.....	____	____
6. is an active member of civic, business, or social clubs...	____	____
7. votes in local elections.....	____	____
8. participates in and supports community fund drives and civic improvement programs.....	____	____

GENERAL EVALUATION:	Individual	Entire Staff
	5 — very extensive	5 — very extensive
The business teacher's participation in school and local community affairs is (draw a circle around number that expresses your general evaluation)..	4 — extensive	4 — extensive
	3 — satisfactory	3 — satisfactory
	2 — limited	2 — limited
	1 — unsatisfactory	1 — unsatisfactory

E. The business teacher takes active measures to further his professional growth and development.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The business teacher	Check List: Indiv. Teacher	Check List: Entire Staff
1. is a member of local, state, and national business education associations	____	____
2. takes an active part (attends meetings and participates in the programs) in local, state, and national business education associations and in conferences sponsored by colleges and universities	____	____
3. is a member of the NEA and the state education association	____	____
4. keeps abreast of current research in education in general and business education in particular	____	____
5. continues his professional growth through graduate study, research and experimentation, and reading of professional literature	____	____
6. maintains his own professional library of books and periodicals in business education, educational philosophy and psychology, tests and measurements, curriculum, and methodology	____	____
7. keeps abreast of changing business practices and the marketing of new equipment through reading and visiting business firms	____	____
8. contributes articles to professional publications	____	____
9. submits an annual progress report to his department chairman or principal outlining the steps he has taken which lead to his professional growth and development	____	____
10. studies and works with other members of his department and his school to improve the educational program of his department and school	____	____

GENERAL EVALUATION:	Individual	Entire Staff
The professional growth and development of the business teacher is (draw a circle around number that expresses your general evaluation)	5 — excellent 4 — very good 3 — satisfactory 2 — poor 1 — unsatisfactory	5 — excellent 4 — very good 3 — satisfactory 2 — poor 1 — unsatisfactory

F. The business teacher shows evidence of developing into a master teacher.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The business teacher	Check List: Indiv. Teacher	Check List: Entire Staff
1. plans every lesson carefully and soundly providing for individual differences among his students.....	____	____
2. uses a variety of teaching methods effectively.....	____	____
3. is most enthusiastic in his teaching and regards the teaching profession with esteem.....	____	____
4. utilizes the entire class time for the greatest benefit of the students in that class.....	____	____
5. possesses a thorough knowledge of his subject matter field.....	____	____
6. uses a variety of evaluative techniques to appraise his students' progress as well as his own.....	____	____
7. maintains a resource file for each subject taught.....	____	____
8. develops a syllabus for each subject taught and makes periodic revisions when evidence of change is deemed necessary by results of surveys, research, changing business practices, and changing educational philosophy and objectives.....	____	____
9. is completely familiar with the operational mechanics of audio-visual equipment available in his school and follows the prescribed techniques of planning, presentation, and follow-up activities associated with the correct use of such aids.....	____	____
10. is familiar with the total school curriculum, exchanges ideas with other teachers in the school, and observes other teachers in classroom situations in his own school and in other schools.....	____	____
11. avails himself of the opportunity to work with student teachers, believing that such service is an integral part of his professional obligation.....	____	____

GENERAL EVALUATION:	Individual	Entire Staff
The evidence of the business teacher's developing into a master teacher is (draw a circle around number that expresses your general evaluation).....	5 — very extensive 4 — extensive 3 — adequate 2 — poor 1 — lacking	5 — very extensive 4 — extensive 3 — adequate 2 — poor 1 — lacking

G. The department chairman coordinates, supervises, and provides effective leadership to the business department.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The department chairman	Check List: Indiv. Rating	Check List: Entire Staff
1. provides leadership in the continuous evaluation of the business education program		
2. coordinates and provides leadership to his staff in the development of courses of study, curriculum, improved methodology, and selection of equipment and instructional materials		
3. observes classes, evaluates his staff, and holds follow-up conferences with his staff		
4. distributes promotional literature, reports, and research findings of interest to his staff		
5. provides leadership (both by example and by lending assistance) and encourages his staff to carry out research and experimentation, write articles, conduct surveys, and develop teaching aids		
6. is responsible for publicizing the functions and accomplishments of the department in an attempt to present a true image of business education to the school and community		
7. encourages his staff members to contribute ideas for the improvement of the department and helps them to evaluate and implement the ideas		
8. helps his staff members to learn to take a responsible and effective part in planning, improving, and working with the program of the department and of the school		

GENERAL EVALUATION	Individual	Entire Staff
The degree of leadership exerted by the department chairman is (draw a circle around number that expresses your general evaluation)	5 — very extensive 4 — extensive 3 — adequate 2 — poor 1 — lacking	5 — very extensive 4 — extensive 3 — adequate 2 — poor 1 — lacking

H. The department chairman works closely with the administration in order to serve better the business education department.

Specific Evaluative Rating Scale for Items Below

++ Good — condition exists or practice is made extensively
+ So So — condition exists or practice is made to some extent
0 Weak — condition exists or practice is very limited
– Void — condition does not exist or practice is missing, *but needed*
– – Bad — condition or practice is not desirable or applicable to your school situation

The department chairman	Check List: Indiv. Rating	Check List: Entire Staff
1. assists the administration in the interviewing and selecting of new business teachers.....	_____	_____
2. makes recommendations regarding class scheduling and student enrollment of business classes to the administrator in charge of program scheduling.....	_____	_____
3. submits and justifies requests for new equipment, supplies, and instructional materials for the department....	_____	_____
4. maintains inventory records and sees to it that equipment is kept in repair and replaced when necessary.....	_____	_____
5. with the cooperation of his staff assumes the responsibility for the orientation of new business teachers to the school system and the departmental program.....	_____	_____
6. makes recommendations and promotes the business department and staff so that the administration regards the business department as being comparable to the other departments in the school, and his staff is on a comparable basis with other teachers with respect to salary consideration, class load, and extraclass assignments.....	_____	_____
7. provides for participation of himself and staff where possible in the planning, improvement, and carrying out of the entire school program.....	_____	_____
8. provides leadership in inter-departmental coordination and articulation.....	_____	_____

GENERAL EVALUATION:	Individual	Entire Staff
The degree to which the department chairman serves the business department by working cooperatively with the administration is (draw a circle around number that expresses your general evaluation).....	5 — very extensive 4 — extensive 3 — adequate 2 — poor 1 — lacking	5 — very extensive 4 — extensive 3 — adequate 2 — poor 1 — lacking

PART E
DEPARTMENTAL PROFILE

	1	2	3	4	5
I. CURRICULUM					
A. Program Provides for Dual Purpose of Business Education					
B. Department Provides for Continuous Evaluation of Its Program					
C. Departmental Administration Enables the Attainment of the Philosophy, Objectives, and Purposes of Business Education					
II. INSTRUCTIONAL CONTENT					
A. Common Core Learnings in both Aspects of the Business Program					
B. Core Learnings — General Business and Economic Education					
C. Core Learnings — Vocational Business Education					
III. INSTRUCTIONAL ACTIVITIES, METHODS, AND PROCEDURES					
A. Geared to Maturity and Ability Levels of the Students					
B. Evaluation Procedures					
IV. INSTRUCTIONAL MATERIALS					
A. Extent and Variety					
B. Procedures for Selection and Evaluation					
V. GUIDANCE					
A. Guidance — A Responsibility of the Business Staff					
B. Availability and Use of Occupational and Educational Information					
C. Accessibility and Use of Student Personnel Records					
D. Cooperation Between Business and Guidance Departments					
VI. EXTRACLASS ACTIVITIES					
A. Supplements and Complements the Instructional Program					
VII. HOME, BUSINESS, AND COMMUNITY RELATIONS					
A. Cooperation Between Business Department and Business Community					
B. Relationship Between Business Department and Students and Parents					
VIII. PHYSICAL FACILITIES AND EQUIPMENT					
A. Extent and Quality of Physical Facilities					
B. Quantity and Quality of Equipment					
IX. STAFF					
A. Personal Qualifications					
B. Work Experience					
C. Professional Qualifications					
D. Participation in School and Community Activities					
E. Professional Growth and Development					
F. Qualifications of a Master Teacher					
G. Department Chairman — Leadership Responsibilities					
H. Department Chairman — Service to Department					